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Convention on the Elimination of All Forms of Discrimination against Women

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Committee on the Elimination of Discrimination against Women
Twenty-second session
17 January-4 February 2000
Item 5 of the provisional agenda*
Implementation of article 21 of the Convention on the Elimination of All Forms of Discrimination against Women

Reports provided by specialized agencies of the United Nations on the implementation of the Convention in areas falling within the scope of their activities

Note by the Secretary-General

Addendum

United Nations Educational, Scientific and Cultural Organization

1. On behalf of the Committee, on 18 November 1999 the Secretariat invited the United Nations Educational, Scientific and Cultural Organization (UNESCO) to submit to the Committee, by 20 December 1999, a report on information provided by States to UNESCO on the implementation of article 10 and related articles of the Convention on the Elimination of All Forms of Discrimination against Women, which would supplement the information contained in the reports of the States parties to the Convention that will be considered at the Committee's twenty-second session.

2. Other information sought by the Committee refers to activities, programmes and policy decisions undertaken by UNESCO to promote the implementation of article 10 and related articles of the Convention.

3. The report annexed hereto has been submitted in compliance with the Committee's request.

* CEDAW/C/2000/I/1.

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Annex

Report of the United Nations Educational, Scientific and Cultural Organization to the twenty-second session of the Committee on the Elimination of Discrimination against Women

I. Introduction

1. The Committee on the Elimination of Discrimination against Women will hold its twenty-second session from 17 January to 4 February 2000 at United Nations Headquarters in New York. In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies are invited to submit reports on the implementation of the Convention in the areas falling within the scope of their activities.

2. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is encouraged to supply information relevant to article 10 and related articles of the Convention with relevance to women's equality. In addition, UNESCO is encouraged to supply information on any of its recent activities, programmes and policies that would promote the implementation of article 10 and any related articles of the Convention. This information is provided in section II of the report. Section III of the report provides the measures taken by UNESCO to implement the Convention particularly in the countries being considered at the twenty-second session: Belarus, Burkina Faso, Democratic Republic of the Congo, Germany, India, Jordan, Luxembourg and Myanmar.

II. Contribution of the United Nations Educational, Scientific and Cultural Organization to the implementation of the Convention on the Elimination of All Forms of Discrimination against Women within the scope of the Organization

Women, girls and education

3. It is estimated that there are currently 876 million adult illiterates in the world. Of these, 563 million are women and 313 million men. Recent trends would seem to indicate a decrease in the world's illiteracy rate. However, in many parts of the world, particularly sub-Saharan Africa and some South Asian and Arab countries, female illiteracy rates are expected to remain alarmingly high — between 70 per cent and 92 per cent.

4. With reason therefore, education remains UNESCO's major concern. It is perhaps the most important tool we have against the challenging problems of today's world, particularly the continued exclusion facing many of the world's girls and women. While significant progress has been made in providing education for all, gender disparities in enrolment, literacy, access and quality persist. The situation is dramatic in many parts of the world's poorest regions.

5. Although enrolment ratios in primary education have increased considerably over the past 20 years, gender gaps remain relatively high in some parts of the world. Gross enrolment ratios drop in secondary and tertiary education and gender gaps are less of an issue. In North America, Europe and countries in transition, where the gross enrolment ratio is relatively high, the gross enrolment ratio for girls is even higher than that for boys. In less developed regions however, gross enrolment ratios for girls are considerably lower than are those for boys. Yet research tells us, time and time again, that educating girls and women is the surest investment any society can make towards combating poverty and ensuring development and social justice.

6. The benefits of educating girls and women increase from one generation to the next. Women with a solid basic education are more likely to be involved in development and decision-making, have smaller and healthier families who, in turn, are likely to be more educated than children of uneducated women. The smaller the household, the better the care the children receive, the lower the child mortality and the fertility rate. Despite this overwhelming evidence, the obstacles to reaching girls and women remain numerous. The education systems in place are often ill equipped to deal with the task facing them. Bound by heavy bureaucratic structures, excessive discipline, irrelevant curricula and overcrowding, they are finding it difficult to attract and retain girls in schools. Other factors

contribute to the gender imbalance in education: institutional and political issues, socio-economic concerns, cultural and traditional obstacles.

7. The urgency of the situation has spurred UNESCO to implement and support a wide spectrum of innovative and far-reaching programmes where the education of girls and women is a priority. UNESCO continuously seeks ways of integrating innovative solutions into its many education programmes, both formal and non-formal, in a bid to reach girls and women. The aim is to instigate a global attempt at renewing and revitalizing education through greater relevance and quality, the implementation and promotion of gender-sensitive policies, new curricula and teaching material, the introduction of counselling and vocational guidance and innovative teaching methods. There is clearly also a necessity to promote the involvement of the community and parents, equal access to knowledge and information, development of non-formal education, as well as adult learning, and early childhood programmes, learning local and national languages and income-generating activities. Given its mandate in education, science, culture and communication, UNESCO has a comparative advantage in the field of basic education and has developed innovative activities and mechanisms to address varying needs in various parts of the world. More specific examples are given in section III of the present report with regard to the country reports considered at the twenty-second session of the Committee on the Elimination of Discrimination against Women.

Women, technical and vocational training

8. The Second International Congress on Technical and Vocational Education (Seoul, Republic of Korea, 26-30 April 1999) brought together stakeholders of technical and vocational education to discuss ways in which policy and practice could be renovated to provide lifelong training and learning for the world of work in the next century. Recommendation 4.4 of the Congress stated that the under-representation of women in technical and vocational education is of particular concern and that traditional perceptions of appropriate roles for men and women in the workplace should be challenged. It was also said that technical and vocational education must respond with gender-inclusive learning programmes, both in content and delivery. The need for further strengthening of gender-sensitive educational and vocational guidance and counselling was underlined, as well as the need to create enabling environments that will encourage and facilitate greater female participation in technical and vocational education.

Women and higher education

9. The women and higher education project was set up within the framework of the UNESCO/Project for Twinning Universities (UNITWIN) chairs programme for higher education, with the objective launching training and action research programmes that empower women with higher education. In this way women are more involved in the reform and management of higher education systems and institutions allowing them to acquire appropriate leadership and managerial capacities, including the gender dimension in academic disciplines that have direct relevance for the development process.

10. Currently there are seven UNESCO University Chairs devoted to gender issues. Among these: a Chair on Women, Basic Education, Health and Sustainable Development at Nairobi University was created to reinforce action-research focused on gender issues and increase the contribution of women graduates in the development process; a Chair at the University of Warsaw on Women, Society and Development was created to promote advanced research and high-level training for an interdisciplinary approach to women's issues; and a Chair on Extension Strategies for Rural Development: Gender Sensitive Approaches was developed in Viet Nam to collaborate with local authorities and farmers on the elaboration of gender-sensitive rural development projects. In addition to the University Chairs, networks for gender issues exist such as the Association of Commonwealth Universities/UNITWIN network in higher education management for women academics.

11. The Women in Higher Education Management network has produced: Equal Employment Opportunity case studies: good practice guidelines (a synthesis), which features case studies from South Africa, India and New Zealand. Also, a training seminar on women and management in higher education was held at the University of Malaysia for women academics and administrators from Asia and the Pacific (February 1999). This experience has been integrated into the new Master's degree in Gender and Development offered by the Institute of Education at the University

of London. Similarly, a new network for Women and Development focusing on feminine leadership in various areas was launched as a collaborative effort of universities from North America and Latin America, as part of the UNESCO/OUI (Inter-American Association for Higher Education) Network for Women and Social Development.

12. Within this framework, a seminar was held on women and democracy (Montreal, Canada, August 1999), and a book, *Graduate Profiles for a Changing Society*, was published in 1998. Other publications produced through the special project include: Poverty Revisited and Transition from Pre-School to Secular Basic Education: the Role of Higher Education, both prepared by the Chair on Women, Community Health and Sustainable Development at University of Nairobi. In addition, a book on women in science is being prepared by the Association of African Universities/UNESCO Chair on Women, Science and Technology, in collaboration with the University of Science and Technology in Kumasi (Ghana) and universities in Gambia, Senegal and Togo. Furthermore, a seminar was held (Rio de Janeiro, April 1998) to evaluate the first phase of the project: social mobilization and community participation (a project which focuses on training women for community action in seven municipalities). Three conferences were held in 1999 in Oxford United Kingdom (Gender, higher education and development), in Dublin (Women and conflict resolution) and in Leiden, the Netherlands (Migration and gender) with the support of the European Union.

13. Other initiatives include: the development and monitoring of women's studies at various universities in India; setting up of a UNESCO Chair on Gender Policy and Human Rights at the Kyrgyz-Slavic Russian National University in Kyrgyzstan; a UNESCO Chair on Women, Society and Development at the University of Warsaw; a UNESCO Chair on Communication and Women in Asia and the Pacific in the Republic of Korea; a UNESCO Chair on Women Studies at the Centre de recherches, d'etudes, de documentation et d'information sur la femme in Tunisia, and the International Women in Science and Engineering Programme at the Iowa State University in the United States of America, which provides training for women from some 50 countries from all regions of the world.

Eliminating sexist stereotypes

14. UNESCO continues to focus on the elimination of sexist attitudes and behaviour, which continue to be perpetuated through the school system, the media, the family and religious institutions. The distribution of the third, revised publication of *Guidelines on Gender-Neutral Language* (French-English) has become quite popular. More than 10,000 copies have been distributed so far. Another publication, *Male Roles and Masculinity in the Perspective of a Culture of Peace*, also addresses the complex issue of sexist stereotypes. The manual *Gender Sensitivity, A Training Manual* (initially published in English and French by UNESCO), based on seven years of training experience in Africa, the Arab States and the Pacific has been translated into Arabic. A systematic revision of school textbooks is necessary, as these continue to perpetuate sexist stereotypes even in countries holding a good record as regards the advancement of women.

Women, science and technology

15. Increased participation of women at the World Conference on Science (Budapest, 26 June-1 July 1999) was achieved with varying rates of success through deliberate efforts. The official invitation explicitly requested that women be included in delegations; Member States were sent a special statement accompanying the basic conference documents; women participated in the drafting of the final documents; and specific events on the women and gender component, such as panel discussions, round tables, exhibits, women's caucus, press briefings were organized. This collaboration involved cooperation with the United Nations Fund for Women (UNIFEM), UNESCO national commissions, Governments and several women's non-governmental organizations (NGOs), notably the Once and Future Action Network and the Third World Association of Women Scientists. Prior to the World Conference, UNESCO organized six regional and subregional forums on women, science and technology: for Latin America and the Caribbean (Bariloche, Argentina); for Asia and the Pacific (Sydney, Australia); for Africa (Ouagadougou); for the Mediterranean countries (Turin, Italy); for the European region (Bled, Slovenia); and for the Arab States (Abu Dhabi, the United Arab Emirates). The main concerns are reflected in the Framework for Action adopted by the World Conference and further

mobilization in this regard will be achieved through the networks of women.

Women and a culture of peace

16. Helping women articulate their vision of today's major challenges and how these can be met has been of central importance, particularly in relation to UNESCO's commitment to promote a culture of peace worldwide. A wide range of activities were geared towards: capacity-building for the sharing of information and knowledge among women, within local and national boundaries as well as regionally and globally; a greater mobilization of women's intellectual resources, and elaborating a new approach to political participation based on genuine solidarity, the sharing of power and by fostering cooperation and team spirit rather than aggressive competition. Some of these activities included: the Pan-African women's conference: Women Organize for Peace and Non-Violence in Africa (Zanzibar, United Republic of Tanzania, May 1999); and the report on women's health, bioethics and human rights, prepared within the framework of the International Bioethics Committee. Other activities included: the World march of women 2000 (initiated by the Quebec Women's Federation and a vast network of women's grass-roots organizations) to protest against poverty and violence, and the second Festival in Thessalonika, Women Creators of the Two Seas: the Mediterranean and the Black Sea (August 1997), co-organized by UNESCO's Women of the Mediterranean programme and the Centre for Women and Peace in the Balkans. UNESCO also pursued its cooperation with the Forum of Mediterranean Women, notably by helping organize the third congress on women, science and technology as input to the World Conference on Science.

17. Major attention was given to assisting women in Africa in their efforts to stop violence and armed conflict on their continent and to help them become recognized as vital partners in peace-building processes. The special project on women and a culture of peace in Africa, 1998-1999, which has been going on in Burundi, Cameroon, the Central African Republic, the Republic of the Congo, Namibia, Sierra Leone and the United Republic of Tanzania, accomplished a number of significant results.

18. A bilingual English/French publication of photographs entitled, *Women Say NO to War* was published in March 1999, and a "Join Women for a Culture of Peace" poster was produced for the 1999 International Women's Day and the International Year of the Culture of Peace. These have been distributed through UNESCO's field offices, national commissions, within the United Nations system and the NGO community.

Gender mainstreaming

19. UNESCO's gender mainstreaming efforts have been focused on strengthening the institutional mechanisms within the Member States and in the Secretariat, to promote the interest of women and girls in line with the Beijing Platform for Action and other United Nations commitments. This was achieved through regular communication among the Organization's gender focal points; the updating and revision of the gender information-kit and web site, including the home pages of UNESCO's individual programmes; the production of the publication *Partnership is Power: Women and Men for Gender Equality*; by integrating information about gender mainstreaming into UNESCO's programme for training of personnel; and by the Director-General's deliberate effort to promote and recruit women to higher-level posts in the Organization.

20. In addition to appointing a prominent woman as UNESCO's Regional Adviser for Women and Girls in Latin America and the Caribbean, several outstanding women head major intergovernmental committees such as the one on ethics and new technologies (Ms. Finnbogadottir), and audience Africa (Ms. Graca Machel). Some of the field offices assisted in strengthening national machinery for gender equality, by organizing expert group meetings addressed to developing regional strategies that could help national policy makers implement the Beijing Platform for Action. Finally, the UNESCO-NGO collective consultation on women, girls and gender equality contributed to gender mainstreaming, mostly through the work of its six thematic working groups. The group on women, science and technology was particularly active in helping the Secretariat apply gender mainstreaming at the World Conference on Science, while other groups concentrated on promoting non-sexist language, legal literacy, concern for the girl-child and poverty eradication programmes.

21. The promotion and implementation of the Convention has also been a high priority during this period. Thanks to the funds donated by the

Government of the Netherlands, UNESCO's *Passport to Equality*, originally produced in 1998 in compliance with the Organization's commitment to the implementation of article 10 of the Convention (a pocket version of the Convention). The Passport is now being reprinted in 10 languages (Arabic, Chinese, English, French, Hindi, Portuguese, Russian, Spanish, Swahili and Urdu). The new version will be disseminated worldwide through our United Nations partners in this action (Division for the Advancement of Women, International Labour Organization, Food and Agriculture Organization of the United Nations, UNIFEM, United Nations Centre for Human Settlements and Office of the United Nations High Commissioner for Refugees). Other activities involve training programmes developed by the Government of Mauritania in collaboration with the UNESCO office in Rabat; the production of a handbook on the rights of girls and women which has been developed by UNESCO in Africa, the Arab States and Asia.

22. The bilingual English/French booklet *Human Rights Major International Instruments* (1999) contains data on the status of ratification of universal and regional instruments is dedicated to the twentieth anniversary of the adoption of the Convention on the Elimination of All Forms of Discrimination against Women. It was prepared as a contribution to the implementation of the provisions of the Vienna Declaration and Programme of Action concerning the universal ratification of human rights instruments. This booklet has been already widely disseminated and 500 copies were sent to the Inter-Parliamentary Union to be distributed among parliamentarians to encourage the ratification of international instruments of paramount importance. This brochure was also sent to the Chairperson of the Committee for distribution to all its members.

III. Measures taken by the United Nations Educational, Scientific and Cultural Organization to implement the provisions of the Convention on the Elimination of All Forms of Discrimination against Women, particularly in the countries being considered at the twenty-second session: Belarus, Burkina Faso, Democratic Republic of the Congo, Germany, India, Jordan, Luxembourg and Myanmar

Belarus

Basic statistics

23. Female population in thousands, 2000: 5,447; female population aged 15-49 in thousands, 2000: 2,695; total fertility rate per woman 1995-2000: 1; life expectancy at birth for females in years, 1995-2000: 75; gross enrolment ratios at first and second level, 1995, female: 96; net enrolment rate at the first level, 1995, female: 94.

Activities under the regular programme of the United Nations Educational, Scientific and Cultural Organization (1998/1999)

Women and education

24. The UNESCO office supported a special project: "Women, higher education and development" and input by the Government of Romania for a regional programme of the European Centre for Higher Education, "Good Practices in Promoting Gender Equality in Higher Education".

25. The office participated in data collecting (Ministry of Education, Belarusian State University, Centre for Gender Studies Minsk).

26. The office supported the preparation of one of eight case studies by Ms. Galina Shaton, Envila Women's Non-State Institution, Minsk.

Women, science and technology

27. The UNESCO office supported the advancement, transfer and sharing of knowledge in the exact and natural sciences and participated (13 women) in an

international summer school programme on physics (high energy) organized by the joint Institute of Nuclear Research and UNESCO.

28. Through the Mediterranean programme UNESCO supported participation in a course, "Biochemistry and Biotechnologies" (Poland, 11-17 October 1998), with the objective of helping young scientists and doctorate students obtain updated knowledge and hands-on experience with the mechanisms of recognition of ribonucleic acid and protein.

29. The office participated in a preparatory meeting of the World Conference on Science which was organized by the Slovenian National Commission (Bled, Slovenia 5-7 November 1998). Numerous outputs were elaborated, in particular unanimous agreement was reached on the importance of women's participation in science and technology as a condition for sustainable development. Firm support was also guaranteed towards the implementation of gender issues into the World Conference and to present these recommendations at the Budapest Conference.

30. Associated Schools Project — Currently has 12 schools (9 secondary and 3 vocational/technical schools). Also, four students and two teachers participated in the international encounter: "Future Scientists: Men and Women", which discussed gender equality in science (UNESCO, Paris, 21-27 April 1998).

Burkina Faso

Basic statistics

31. Total population in thousands, 2000: 12,057; female population, in thousands, 2000: 6,039; female population aged 15-49 in thousands, 2000: 2,666; total fertility rate per woman 1995-2000: 7; life expectancy at birth for females in years, 1995-2000: 47; adult illiteracy rates estimates for 1995, male and female: 80.8; adult illiteracy rates estimates for 1995, female: 90.8; net enrolment ratio at the first level, 1995, male and female: 31; net enrolment ratio at the first level, 1995, female: 24.

Activities under the regular programme of the United Nations Educational, Scientific and Cultural Organization (1998/1999)

Women and education

32. The main mission of UNESCO's office in Ouagadougou is education (basic education, girls and women's education, implementation of the special project on girls' and women's education in the Sahel), with emphasis on expanding access especially for girls and women, and improving the quality of basic education.

33. Under the literacy and basic adult education programme, the office produced a gender, culturally sensitive NGO capacity-building kit.

34. The office participated in an international seminar to promote early childhood training, "Mobilizing Women to create Innovative Early Education Structures" (Bamako, 2-9 February 1998).

35. The office also provided support to the education and artistic-vocational programmes for street and working children of the WAMDE School in Ouagadougou; construction, furnishing, and equipping of five workshops; school equipment and provision of classroom material.

Preventive education against drug abuse and acquired immunodeficiency syndrome

36. Participants from grass-roots women's organizations participated in the UNESCO Joint United Nations Programme on Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) (UNAIDS) regional workshop on preventive education against HIV/AIDS for women in Africa (Côte d'Ivoire, 7-11 September 1998).

Girls' access to scientific, technical and vocational education

37. The office co-organized the African Forum on Women Science and Technology (Ouagadougou, 25-28 January 1999) with the Government of Burkina Faso. The country proposed to integrate the Female Education in Mathematics and Science in Africa project, a project of the ADEA Working Group on female participation financed by a donors' consortium, including UNESCO.

38. The office participated in project: "Scientific, Technical and Vocational Education of Girls in Africa" in cooperation with various governmental institutions and NGOs: the Forum for African Women Educationalists; the Gender Science and Technology Network; and the Third World Association for Women in Science. The project encourages the revision of curricula, textbooks and teacher training.

39. The office assisted with the implementation of a special project, "Donner des moyens aux femmes, programme de developpement communitaire en zone rurale", on improving the living conditions of women living in rural communities. A project developed as part of an integral development strategy for the eight villages of the Kokologho district. The project involves the management of water, economically-oriented activities for women, human rights sensitization and training and information activities for the general population.

Women and culture

40. With the framework of the International African Arts and Crafts Trade Show, Ms. Djiguembe and Ms. Ibouldou presented original textile products in the UNESCO Creation Stand (Ouagadougou, 30 October-8 November 1998). They participated in a workshop organized by UNESCO where they were introduced to techniques in product design, adaptation and marketing. Their participation gave them the opportunity to put into practice the knowledge acquired, and resulted in an impressive sale, which represents more than a year's income for them. They were able to establish contacts with numerous importers and retailers in Europe.

41. The UNESCO Crafts Prize 1998 for Africa was awarded on the occasion of the International African Arts and Crafts Trade Show and offered an ideal opportunity for the public at large to witness recent UNESCO initiatives for African craftswomen and creative artisans.

42. The sixth Ouagadougou International Theatre and Muppets Festival was organized by the International Theatre Institute (Ouagadougou, 24-31 October 1998), to promote the artistic education of young men and women in Africa. Nineteen theatre groups and eight (muppet) groups from 10 African countries (two from Europe) participated in the festival.

Women and media

43. The office participated in a regional project financed by Germany on capacity-building in communications and information. Collaboration between education and communication was developed at the level of local committees created to initiate sensitization campaigns. In cooperation with local committees, campaigns (local radio and journal) as well as sensitization workshops and conferences were organized to promote the education of girls and women in the rural communities of Poura and Diapaga.

Women, science and technology

44. UNESCO held a series of regional consultations around the world on the subject of women and science, in the run up to the World Conference on Science. An African regional forum was held in Burkina Faso in January 1999. The main concerns expressed by each of the forums were the subject of discussion during the World Conference and the final reports from each were distributed during the conference.

45. The office participated in an international encounter, "Future Scientists: Men and Women", which discussed gender equality in science (UNESCO, Paris, 21-27 April 1998).

46. The office implemented a project entitled "Improving women and girls' performance in scientific disciplines in secondary education and at university".

47. The office also assisted in the implementation of a Danish project, "Donner des moyens d'action aux femmes rurales au niveau communautaire".

48. Implementation of the UNESCO/Danish International Development Agency programme on human rights to provide training on women's human rights combined with the participation in market economy activities. This has led to a broad programme with several key aspects such as water and hygiene, income generating schemes, access to credit and techniques of land cultivation. Training is practical but also makes use of radio, debate and the dramatization of social and gender issues.

49. The office also implemented the "Cities, Environment and Gender Relations" project, which analyses the environmental situation in medium-sized towns and its effects on the nature of social relations, particularly gender relations, with a view to providing useful information to decision makers. In

Ouagadougou, it has been found that recent improvements in social conditions in the area (cleaner surroundings and clean water) are in part the result of the efforts of a local women's association.

Democratic Republic of the Congo

Basic statistics

50. Total population in thousands, 2000: 51,749; female population in thousands, 2000: 26,125; female population aged 15-49 in thousands: 11,187; adult illiteracy rates estimates for 1995, male: 13.4; adult illiteracy rates estimates for 1995, female: 32.3; gross enrolment ratios at first and second level, 1995 male and female: 52; gross enrolment ratios at first and second level, 1995 female: 41.

Activities under the regular programme of the United Nations Educational, Scientific and Cultural Organization (1998/1999)

Women and education

51. The office's activities in the field of early childhood training included participation in the international seminar, "Mobilizing Women to Create Innovative Early Education Structures" (Bamako, 2-9 February 1998).

Women and a culture of peace

52. UNESCO's focus on Africa is reflected through a special project on Women and a Culture of Peace in Africa. The project started in Burundi, Cameroon Central African Republic, the Republic of the Congo, Namibia, Sierra Leone and the United Republic of Tanzania, and will include more countries as it progresses. The project involves inter-agency peace missions to strengthen women's roles as peace promoters and to help to amplify local women's voices for peace, through case studies on traditional techniques, networking and advocacy, education in peace-building skills for gender-sensitive and non-violent conflict resolution.

53. The office was involved in the publication on women's best practices in peace-building entitled "Best practices of women in conflict resolution using non-violent traditional methods", being prepared in collaboration with the African Association of Women Researchers for Development, and on the basis of papers presented by African women to an inter-agency seminar on "Documented best practices of women in conflict resolution using non-violent traditional methods". A directory of grass-roots women working on emergencies and solidarity has also been prepared in collaboration with the Women's International Network.

54. On the basis of the case studies and in cooperation with the Forum of African Women Educationists, UNESCO is preparing training modules on conflict resolution, to train African women peace promoters on non-violent and gender-sensitive skills. It is expected that improving the skills of women in the area of conflict resolution will increase their participation in peace processes in Africa.

55. Several meetings and mechanisms have been organized in cooperation with the Ministry of Family and Integration of Women in Development to strengthen women's roles as peace promoters. For example an active network of women's peace groups, a database of resource people and experts working in the area of national reconciliation and a culture of peace (Republic of the Congo, April 1998).

Germany

Basic statistics

56. Total population in thousands, 2000: 82,688; female population in thousands, 2000: 42,063; population aged 15-64 in thousands, 2000: 56,860; female population aged 15-49, 2000: 19,961; gross enrolment ratios at first and second level, 1995, male and female: 103; gross enrolment ratios at first and second level, 1995, female: 102.

Activities under the regular programme of the United Nations Educational, Scientific and Cultural Organization (1998/1999)

Women and education

57. UNESCO's International Institute for Educational Planning organized a subregional workshop for women and men on "The management of teaching staff in French speaking Africa", in cooperation with the German Foundation for International Development (Ouagadougou, 14-18 April 1997).

Women, science and technology

58. The UNESCO office participated in a preparatory meeting of the World Science Conference (Slovenia, 5-7 November 1998), where a unanimous agreement was reached on the importance of women's participation in science and technology as a condition for sustainable development. Firm support was also guaranteed towards the implementation of gender issues into the WSC and to present recommendations at the Conference.

Women and culture

59. ERICArts, an NGO based in Bonn, authored a preparatory paper entitled "Women and Cultural Policies for the Intergovernmental Conference on Cultural Policies for Development" (Stockholm 30 March-2 April 1998). Ms. Rita Sussmuth, President of the Bundestag, was a special guest speaker at the plenary of the Intergovernmental Conference.

60. The office participated in an international fashion competition to promote cultural diversity through fashion. The designers were selected on the criteria of innovation in the fashion industry with due respect to the cultural identity and of the use of renewable, local, raw materials. Young women and men have been given international recognition through a fashion exhibition on the occasion of EXPO '98 (Lisbon, 7 June 1998) and an exhibition in the Museau Nacional do Traje (Lisbon, 24 June-24 September 1998).

Extrabudgetary projects — status of cooperation as of August 1999

61. The main responsibility for the planning and implementation of the German International Development Cooperation Programme lies with the Federal Ministry for Economic Cooperation, while a number of other ministries also finance and execute development activities within their competence. Efforts are made to ensure stronger participation of beneficiary target groups, including women, in the design and implementation of German assistance projects.

Women and media

62. The office supported an operational project financed by Germany: Development of the Federation of African Media Women (mid-1999).

India

Basic statistics

63. Total population in thousands, 2000: 1,006,770; female population in thousands, 2000: 487,105; female population aged 15-49 in thousands, 2000: 252,258; adult illiteracy rates for 1995, male and female: 48.0; adult illiteracy rates estimates for 1995, female: 62.3; gross enrolment ratios at first and second level, 1995 male and female: 72; gross enrolment ratios at first and second level, female, 2000: 61.

Activities under the regular programme of the United Nations Educational, Scientific and Cultural Organization (1998/1999)

Women and education

64. UNESCO's office provides support and assistance for programmes especially in education, including programmes advocating basic education, gender, preventive education against drugs and HIV/AIDS, as well as activities dealing with youth, special needs education, street children, child labour and protection of the environment, with the major focus being Education for All.

65. The office is active in inclusive schooling and community support programmes — Evaluation and review of Incentive Schemes in Primary Schools for Girls' Participation (1998); Project on "Primary Education for Girls and Disadvantaged Groups in Haryana", 1998.

Literacy, post-literacy and basic adult education

66. The office participated in an expert group meeting in order to prepare the framework on training women as managers in non-formal education.

67. The office prepared a guide for training primary teachers facing multi-grade teaching situations within the framework of the joint United Nations and the Government of India SCOPE Project (Five-year project).

68. The office carried out legal literacy camps for women (India 1998-1999).

69. The office undertook a case study to review national policy on girls' and women's education and implementation mechanisms. The study was a background document for the second meeting of the Intergovernmental Regional Committee on Education in Asia and the Pacific (Bangkok, November 1998).

70. The office carried out research activity on evaluation of incentive schemes to promote girls' participation and retention in primary education.

71. Activities in the nine high-population developing countries (E9): national paper on women in the E9 countries and their role as educators, were supported by the office.

72. The UNESCO office participated in Inter-Agency Working Group on Gender for the drawing up of the Gender Development Index and the Gender Empowerment Measure.

Renovation of general secondary and vocational education

73. The office gave support to the ongoing project "Learning and Communication for Empowerment" in Andhra Pradesh Province for training illiterate or neo-literate women.

School-based AIDS education and women

74. UNESCO endeavours to integrate education for the prevention of HIV/AIDS into the school curricula. It has developed a programme for preventive education and communication which has been especially designed for societies in which men traditionally have the dominant role and women have little control over their own sexual behaviour and reproductive capacities. Workshops for grass-roots women's organizations have been held in India to equip illiterate and neo-literate women with the knowledge and skills to protect themselves and their families.

75. The office carried out a policy workshop on "Mandatory Testing and Violence against Women and Girls with HIV", in collaboration with Sanlaap, Calcutta, 1998.

76. The office carried out a survey on women graduates and participated in the second Joint Meeting of the Six Intergovernmental Committees in charge of application of the Regional Conventions of the Recognition of Studies, Diplomas and Degrees in Higher Education (UNESCO, Paris, 29 September-October 1998).

77. The office conducted a case study on the project "Attacking Urban Poverty: How universities can help", completed by the Women's University, Mumbai (1998), and is being finalized for publication.

Educating for a sustainable future

78. The office was active in the publication of information materials: gender profile on Jammu and Kashmir; training needs for women in Panchayats; editing and publication of "Women, Communal Harmony and Empowerment in India".

79. In cooperation with UNESCO partners, the office assisted in developing the Gender Development Index and the Gender Empowerment Measure. Implemented a workshop on infusing environmental issues in technical education (1998).

80. The office was active in mobilizing expertise and resources at the municipality level to promote training programmes for women in local government bodies.

81. The office assisted in organizing a meeting on "Women in Panchayats: issues and strategies" (Trivandrum, 1998).

Women's human rights

82. To clarify the many international standards concerning women and the obstacles blocking their implementation, a series of conferences on women's rights were organized within the framework of the UNESCO human rights education programme.

Women, science and technology

83. The office participated in the international summer school of molecular and cell biology "Molecular Basis of Bacterial Infection" training course for postdoctoral students and researchers (131 participants, 56 women).

84. The office was active in the preparation of training materials for science and technology training for rural women, Centre for Science for Villages, Wardha.

85. The office conducted a training programme on "Appropriate Rural Technology for Rural Women". Centre for Science for Villages, Wardha.

86. In the field of building capacities in water resources management, the office conducted a seminar on "Women and Water" (New Delhi, 1999).

Women and culture

87. The office developed musical instruments and equipment for training disadvantaged groups and free training to women and children in music, dance and art in the slum areas of Orissa, in collaboration with Samaj Kalyan Samiti.

88. Implementation of "South Asian Association for Regional Cooperation Conference on Women for a Culture of Peace" (New Delhi 1998-1999).

Extrabudgetary projects

89. The office provided support for policy and programme development to a gender audit at the state level (ongoing project).

Jordan

Basic statistics

90. Total population in thousands, 2000: 6,330; female population in thousands, 2000: 3,096; female population aged 15-49 in thousands, 2000: 1,459; adult illiteracy rates for 1995, male and female: 13.4; adult illiteracy rates estimates for 1995, female: 20.6.

Activities under the regular programme of the United Nations Educational, Scientific and Cultural Organization (1998/1999)

Women and education

91. Organized a subregional workshop on gender-sensitive statistics and indicators for the Arab States, in collaboration with the Jordanian National Commission (November 1998). Five experts from the Ministry of Education and one from the Ministry of Youth participated in the workshop.

92. In efforts to change attitudes and eliminate the cultural stereotyping of women, the UNESCO office in Amman has published a publication spotlighting gender terminology in Arabic. A survey on "Gender Role Stereotypes in Primary Schools" is also being conducted.

93. A training seminar for young men and women on education and information for sustainability at the municipality and community levels (Lebanon, July 1998).

Women, science and technology

94. The office participated in a regional faculty training workshop for women on creating html-based Internet course materials for science education using the course management system, web course tools organized in Doha by UNESCO Cairo Office and Qatar University (22-25 November 1998). Participants were trained on the new electronic system for preparation of academic courses for delivery over the web.

95. The office organized the first Italian-Jordanian conference on plastic materials, under the framework of the Mediterranean Network of Science and Technology of Advanced Polymer-Based Materials (Amman, 16-19 March 1998). Twenty per cent of the participants were women.

Women and culture

96. The office provided financial assistance to the International Music Council to set up a regional centre in Amman to provide training facilities in music for nursery and kindergarten teachers working in Arab countries (October 1998).

97. A regional workshop jointly organized by UNESCO, UNIFEM, UNICEF, UNDP and the Jordanian National Committee for Women was held on the theme "The Impact of Media and Domestic Violence" (Jordan, November 1998). Another meeting to follow up on the issues raised is being organized and will include women journalists from the other States in the region.

Luxembourg

Basic statistics

98. Total population in thousands, 2000: 430; female population in thousands, 2000: 216; female population aged 15-49 in thousands, 2000: 105.

99. The Ministry of Foreign Affairs administers Luxembourg's assistance programme in cooperation

with the main executing agent for bilateral projects, Lux-Development. Special emphasis is given to gender equality, protection of the environment, development education and promotion of human rights and democracy.

Activities under the regular programme of the United Nations Educational, Scientific and Cultural Organization (1998/1999)

100. The office assisted in the implementation of operational project funded by Luxembourg: "Reinforcement de la presse independente feminine" (Mali).

Women, science and technology

101. The office participated in the Eleventh Congress of the Federation of the European Societies of Plant Physiology (of 350 participants, 145 were women).

Myanmar

Basic statistics

102. Total population in thousands, 2000: 49,342; female population in thousands, 2000: 24,743; female population aged 15-49 in thousands, 2000: 13,088; adult illiteracy rates estimates for 1995, male and female: 16.9; adult illiteracy rates estimates for 1995, female: 22.3; gross enrolment ratios at first and second level, 1995, male and female: 65; gross enrolment ratios at first and second level, 1995, female: 64.

Activities under the regular programme of the United Nations Educational, Scientific and Cultural Organization (1998/1999)

Fellowships

103. A fellowship was awarded to Ms. Naing under the framework of the Republic of Korea/UNESCO co-sponsored fellowship scheme for studies in the field of "Television Documentary Programme Production". A fellowship was also awarded to Ms. Daw under the framework of the Japan/UNESCO co-sponsored fellowship scheme to undertake studies in the field of literacy education.

Extrabudgetary project

104. The office was active in the implementation/finalization of the project: "Support for Technical Services-Improving access of children, women and men in the poorest communities to primary education".

United Nations Development Programme

105. The office was active, with UNDP, in the implementation/finalization of the ongoing project: "Improving access of children, women and men of the poorest communities to primary education" (Phase II).